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Superintendent of
Public Instruction

Arizona Department of Education
Office of English Language Acquisition Services

School Year
2009-2010

ENGLISH LANGUAGE LEARNER
MONITORING PROCESS
for
FEDERAL AND STATE
COMPLIANCE

TABLE OF CONTENTS

IDENTIFICATION, ASSESSMENT AND COMPLIANCE

Identification -----	Page 1
Primary Home Language Other Than English (PHLOTE) Form -----	Page 2
Guidelines and Procedures - Assessment Follow-up to PHLOTE Question -----	Page 3-4
Assessment - English Language Proficiency -----	Page 5
Assessment - Special Education Students -----	Page 6
Assessment - Gifted ELL Students -----	Page 6
SPED Facts for ELLs -----	Page 7
Parental Notification and Consent Form -----	Page 8
Classroom Observations - What ADE is Looking For -----	Page 9
Bilingual/Native Language Compliance -----	Page 10
Reassessment/Reclassification -----	Page 11
SAIS ELL Transactions Chart -----	Page 12
Two-Year Monitoring of FEP Students -----	Page 13
Compensatory Instruction -----	Page 14

SAMPLE FORMS

Sample Documentation Form for Assessment Follow-Up to PHLOTE Question -----	Page 15
Sample Parental Notification and Consent Form -----	Page 16
Sample Parent Request for Student Withdrawal from an ELL Program -----	Page 17
Sample Bilingual Waiver Form -----	Page 18
Sample Notification of Reclassification Form -----	Page 19
Sample Parent Notification Form for ELL after Reclassification (ELLAR) -----	Page 20
Sample Two-Year Monitoring Form for Fluent English Proficient Students -----	Page 21
Sample Corrective Action Plan -----	Page 22-23

STRUCTURED ENGLISH IMMERSION MODELS

Structured English Immersion Models of the ELL Task Force -----	Page 24-31
Time Allocations - Elementary, Middle and High School -----	Page 32

INDIVIDUAL LANGUAGE LEARNER PLAN (ILLP)

Individual Language Learner Plans Overview -----	Page 33-34
Options for ILLP Implementation -----	Page 35

HIGHLY QUALIFIED REQUIREMENTS FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS

SEI Teacher Qualifications -----	Page 36
Highly Qualified Status Clarification - Instruction with an ILLP -----	Page 37

TITLE III

Title III LEA Improvement Actions to Complete -----	Page 38-39
Title III Highlights -----	Page 40-48

MONITORING PROTOCOL

SEI Classroom Observation Monitoring Protocol -----	Page 49-52
ILLP in a Mainstream Classroom Observation -----	Page 53-55
District ELL Monitoring Notebook Requested Information -----	Page 56-57
Advance Monitoring Information Requirements -----	Page 58

Glossary of Terms-----	Page 59-61
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IDENTIFICATION

COMPLIANCE ITEM(S)

The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction.
ARS 15-756.A

The primary or home language of all students shall be identified by the student's parent or legal guardian on the home language survey.
R7-2-306.B.1

✓ Each student has a Home Language Survey (PHLOTE) FORM on file.

The ONE question must be answered

- **What is the primary language of the student?**

(Answer with the language used most often by the student)

PLEASE NOTE: Students may have an old Home Language Survey with the three questions. This is acceptable. LEAs should be instructed NOT to go back and have students complete this new form. New Home Language Survey (PHLOTE) should be used as of July 1, 2009.

✓ Each original Home Language Survey form was:

- Dated
- Signed by parent(s)/guardian(s) or evidence of three attempts made to secure signature(s) with dates included.
- All documentation must be in English first and in a language comprehensible to parent/guardian.

- **NOTE: Home Language Survey does not need to be completed annually.**

✓ Parent has the right to withdraw his/her ELL student from receiving ELL services

- A Parent Withdrawal Form must be completed and placed in the ELL file.

✓ A copy of the Guidelines and Procedures regarding Assessment Follow-up to PHLOTE question is included in this section for your review.

✓ A Sample Documentation Form for Assessment Follow-Up to PHLOTE questions is included in this section for your review.



State of Arizona
Department of Education
Office of English Language Acquisition Services

FYI

LEAs must use this form, no revisions

Only this question will
trigger students being tested on AZELLA.

Primary Home Language Other Than English (PHLOTE)
Home Language Survey
(Effective July 1, 2009)

This question is in compliance with A.R.S. §15-756. **Identification of English Language Learners**

Your response to the following question will be used to determine whether your student will be assessed for English language proficiency:

“What is the primary language of the student?”

(Answer with the language used most often by the student)

Language: _____

Student

Name: _____

Date of Birth: _____

Parent/

Guardian Signature: _____ **Date:** _____

(For Office Use Only)

Student

ID: _____

SAIS

ID: _____

Revised: 07/08/2009	Arizona Department of Education GUIDELINES & PROCEDURES	NO. EX-48
Siupersedes: 06/30/2009		SHEET 1 OF 2
SUBJECT: ASSESSMENT FOLLOW-UP TO PHLOTE QUESTION		FILING INSTRUCTIONS (Guidelines & Procedures Manual) Section: External As item: EX-48

I. PURPOSE

The purpose of this guideline is to define how school districts and charter schools may initiate the process for the administration of the Arizona English Language Learner Assessment (AZELLA) by a mainstream classroom teacher.

II. GUIDELINE

- a. Pursuant to A.R.S. §15-756 (A) “The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction.” If a parent/guardian responds to the one PHLOTE question on the Home Language Survey with a language other than English, the student will have the AZELLA instrument administered at the appropriate level.
- b. If a parent/guardian responds to the one PHLOTE question on the Home Language Survey with English as the primary language of the student, the student is assigned for placement in a mainstream classroom, and no AZELLA instrument will be administered to the student at this time.
- c. Pursuant to A.R.S. §15-756(B) “The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction.”
- d. A mainstream classroom teacher may initiate the process for the administration of the AZELLA instrument by requesting a parent/guardian conference.
- e. At the parent/guardian conference, the mainstream classroom teacher will present evidence for initiating the parent/guardian conference that may result in the administration of the AZELLA to the student. The following are required criteria in determining the need for an AZELLA administration:
 1. The student exhibits that the primary language is other than English.
 2. The student does not respond to everyday language, questions, or commands given in English.
 3. The student does not complete written assignments given in English.

Revised: 07/08/2009	Arizona Department of Education GUIDELINES & PROCEDURES	NO. EX-48
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f. Upon determination at the parent/guardian conference of the need for administration of the AZELLA instrument, (based on any of the above-listed criteria), and with written permission from the parent/guardian, the student in the mainstream classroom will be administered the AZELLA instrument. The result of the AZELLA will determine the status of the student for educational services.

III. PROCEDURE

Instructions for the completion of the **“PHLOTE–Home Language Survey”**

- a. The parent(s) and/or guardian(s) of newly-enrolled students must be asked via written question:

“What is the primary language of the student?”

“¿Cuál es el idioma principal que usa su estudiante?”

(Answer with the language used most often by the student)

- b. If the response to this question is any language other than English, then the student must be assessed with the Arizona English Language Learner Assessment (AZELLA).
- c. The primary language of all students shall be identified by the student’s parent or legal guardian on the home language survey and on the enrollment form. See: State Board Rule R-7-2-306 B.1 and A.R.S. §15-756A.
- d. A copy of the completed “PHLOTE-Home Language Survey” shall be included in the student’s Cumulative (CUM) file. A.R.S. §15-756.08B
- e. The “PHLOTE-Home Language Survey” must not be modified or changed in any manner.
- f. A new “PHLOTE-Home Language Survey” does not need to be completed annually.

*If you have any questions or comments concerning the interpretation or clarification of these guidance statements, please contact the Office of Legislative Guidelines (602)542-0384.

ASSESSMENT - ENGLISH LANGUAGE PROFICIENCY

COMPLIANCE ITEM(S)

PHLOTE students shall be assessed through the administration of the English language proficiency assessment in a manner prescribed by the Superintendent of Public Instruction. *ARS 15-756 B*

Note: As of August 2006, the state-approved English language learner assessment is the Arizona English Language Learner Assessment (AZELLA).

√ LEA responsible for:

- Each PHLOTE student should have an initial assessment report in his/her ELL file. (Student Report)
- All ELL students should be reassessed annually at the end of the school year.
- English language learners who are at the Intermediate composite level on the AZELLA may be given the opportunity to take the AZELLA at a mid-point of the academic year for the purpose of measuring progress toward English language proficiency.
- No student will take the AZELLA more than three times in a school year.

√ LEA must ensure that the English language proficiency assessment is administered by individuals who are proficient in English and who have received training. Administrators of the test must have received training to administer and score the assessment.

TIMELINES FOR ASSESSING

If the LEA is receiving Title III funds, new PHLOTE students will be assessed

- within 30 days of the beginning of the school year
- or
- within two (2) weeks of the student's enrollment in school.

If the LEA is not receiving Title III funds, new PHLOTE students will be assessed

- within 60 days of the beginning of the school year
- or
- within 30 school days of a student's enrollment in school, whichever is later.

ASSESSMENT - SPECIAL EDUCATION STUDENTS

COMPLIANCE ITEM(S)

- PHLOTE students in Special Education shall be assessed through the administration of the English language proficiency assessment in a manner prescribed by the Superintendent of Public Instruction.

(ARS 17.756 (B))

- If a multidisciplinary evaluation or Individualized Education Plan (IEP) team finds the language assessment procedures or standards to be inappropriate for a particular special education student, the LEA shall employ alternate procedures and standards for assessing English language proficiency.

- Persons conducting the Arizona English language proficiency assessment shall participate in the Special Education multidisciplinary evaluation and/or with the IEP team in the determination of the student's English language proficiency designation. *(R7-2-306 (D))*

- Students who have been withdrawn from either a bilingual or SEI program due to Special Education criteria must have an IEP.

(Attorney General's Opinion 187-127 R86-154)

ASSESSMENT - GIFTED STUDENTS

COMPLIANCE ITEM(S)

- Students who meet the qualifications for placement in a gifted educational program shall meet the same compliance items as all Primary Home Language Other Than English (PHLOTE) and ELL students.

- ELLs who meet the qualifications for placement in a gifted educational program shall receive programmatic services designed to develop their specific areas of potential and academic ability and may be concurrently enrolled in gifted programs and English language learner programs. *(R7-2-306.E)*

SPED FACTS FOR ELLs

English Language Learners with Disabilities

1. What is the correct placement for students who are both limited English proficient and enrolled in special education with regard to the implementation of the Structured English Immersion (SEI) models?
 - A. Like all limited English proficient students, students enrolled in special education must have intensive support for language acquisition. The location and nature of that support should be determined by each student's IEP team with appropriate participation by the school's English acquisition staff.
 - B. Students with disabilities may not be categorically denied access to or be required to enroll in the supports available to all students. In other words, the "I" in the IEP continues to drive the decisions with regard to where, when, and by whom English acquisition supports are provided.
2. Can hybrid programs be crafted to meet the needs of English language learners with disabilities?

Yes. For some students, an IEP team might decide that the four hours of English language instruction should be split between the special education program and the SEI program. Examples include:

 - A student who is SLD in math might receive assistance with math from a special education teacher who is also supporting English language acquisition skills and then return to the SEI classroom for additional intensive English instruction.
 - A student who is blind might attend SEI class during oral language instruction but receive reading and writing instruction in special education classes.
3. Can some special education students be excused from the intensive English instruction class altogether?

Yes. For some students, an IEP team might decide that the impact of the disability is so generalized that participation in the SEI classroom will not meet the specific needs of the child and that all instruction in language development should be delivered through special education.
4. Can students with disabilities be classified as fluent in English even when they have not passed the Arizona English Language Learner Assessment (AZELLA)?

No. Students can only be classified as Fluent English Proficient (FEP) by scoring proficient on the AZELLA.
5. Can a student with a disability be removed from the classification of "English Language Learner" without passing the AZELLA?
 - A. Yes. This is most likely to occur when language development is comparably delayed in both the child's home language and in English and the severity of the disability is likely to result in insufficient language development to pass the AZELLA regardless of the intensity and duration of English language instruction. Following an IEP team decision, the student may be "Withdrawn due to SPED Criteria."
 - B. No. When the language development of the child's home language is markedly better than English language development and when the child is demonstrating the ability to acquire English at a reasonable rate when receiving appropriate instruction, the child should continue to have the intensive support required by Arizona statutes, either through special education, SEI instruction or a combination of both.
6. How does a team decide?
 - A. There is no litmus test. IEP team members, including the ELL coordinator/tester, should consider the results of the most recent special education evaluation, teacher and parent observations of progress, the length of time the child has been receiving intensive language instruction, the ELL guidelines regarding classification, and the impact of the disability on language development sufficient to pass the AZELLA.
7. How is the team decision documented?
 - A. While ELL services are not considered special education, the documentation of the child's participation in ELL programs can be noted on an IEP. Several options are available, depending upon the individual circumstances and the IEP format used by the school. Suggestions include using the sections that document:
 - Consideration of special factors;
 - Participation in regular class, extracurricular and nonacademic activities, and;
 - For students with post-secondary transition plans, courses of study.
8. How does the requirement in A.R.S. 15-753.B.3 for a Parental Waiver Application apply?

When the IEP team makes the decision about how the student is to receive English language instruction, A.R.S. 15-753.B.3 does not apply.

PARENTAL NOTIFICATION AND CONSENT FORM

COMPLIANCE ITEM

Not later than 30 days after the beginning of the school year, and within two weeks during the school year, each eligible entity using Title III funds to provide a language instruction educational program shall inform the parent(s)/guardian(s) of an ELL child of the reasons for the identification of their child as limited English proficient and need of placement in a language instruction education program.
(Title III/NCLB: Sec. 3302)

√ **Each ELL student file has a state-approved Parental Notification and Consent form:**

- Completed annually
- Signed by parent(s)/guardian(s)
- Signed by classroom teacher/Language Arts/English teacher
- Dated
- Program placement indicated
- If form is provided in a language the parent can understand, it must be included in English as well.
- Districts should document at least three attempts to attain the parental signature..

√ **Some ELL student files may have a state approved Parent Request for Student Withdrawal from an English Language Learner Program:**

- Signed by parent(s)/guardian(s)
- Signed by principal or designee
- Dated
- Check ELL list to make sure students are exited from ELD instructional program
- If form is provided in a language other than English that the parent can understand, it must also be available in English.

CLASSROOM OBSERVATIONS

COMPLIANCE ITEM(S)

Children who are English language learners shall be educated through Sheltered English Immersion (SEI) during a temporary transition period not normally intended to exceed one year.

ARS 15-752

Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. **ARS 15-752**

SEI CLASSROOM

- Evidence of four hours of English Language Development (ELD)
- Language objective is written and communicated to students
- Classroom instruction is in English
- Books and instructional materials are in English
- Only a minimal amount of the student's native language is used for clarification, when necessary
- Language development strategies are implemented
- Arizona English Language Proficiency Standards are incorporated into the curriculum and are evident in the classroom.
- Classrooms are grouped per groupings approved by the SEI Models ELL Task Force
- Teacher is highly qualified according to the SEI Classroom Attestation requirements.
- Review protocol in Monitoring Software section for specifics on ADE/OELAS monitoring observations.
- TITLE III Compliance requirements

✓ **Target and maximum class sizes are based on the proficiency level of the ELL student provided that the class size shall not exceed the class size for non-ELLs in the school district.**

- The target class size for Pre-Emergent and Emergent is 20; the maximum is 23. The target class size for Basic and Intermediate is 25; the maximum is 28.

A MAINSTREAM CLASSROOM WITH ILLPs

- A completed ILLP for each English language learner
- ILLP signed by each teacher listed on the ILLP
- Parent signature
- Evidence of all ELD components, as required, on an ILLP for each student (See ILLP section)
- Evidence of differentiated instruction for ELL students in the mainstream classroom
- Review protocol in Monitoring Software section for specifics on ADE/OELAS monitoring protocol
- TITLE III Compliance requirements

BILINGUAL/NATIVE LANGUAGE

COMPLIANCE ITEM(S)

Parental Exception Waivers

With **prior written informed consent** to be provided **annually** of the child's parents or legal guardian, students may be placed in a Bilingual program. Such informed consent shall require that said parents or legal guardian do the following:

- **personally visit** the school to apply for the waiver
- be provided a full description of the educational materials to be used in the different educational program choices
- be made aware of all the educational opportunities available to the child.

If a parental waiver has been granted, the affected child shall be transferred to classes teaching English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law.

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; in all other cases, such students must be permitted to transfer to a public school in which such a class is offered. (*ARS 15-753*)

Waiver #1. Children who already know English:

Waiver #2. Older children: the child is age 10 years or older.

Waiver #3. Children with special individual needs.

✓ All students must have a waiver #1, #2, or #3 completed annually before the beginning of the school year

- Parents must come in to request waiver
- signed and dated by parent/guardian **annually** before classes begin
- signed by principal
- signed by superintendent (Waiver #3 only)

✓ Students who have a waiver #1

- already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower

✓ Students who have a waiver #2

- Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills
- signed and dated by parent/guardian annually before classes begin
- signed by principal

✓ Students who have a waiver #3

- evidence of placement in SEI classroom for 30 days prior
- written description of no less than 250 words documenting these special individual needs in student's file
- signed and dated by parent/guardian annually before classes begin

REASSESSMENT/RECLASSIFICATION

COMPLIANCE ITEM(S)

- ELLs shall be reassessed for reclassification at least annually at the end of each school year in a manner prescribed by the Superintendent of Public instruction. **ARS 15-756.05A**
- English language learners with a composite score of intermediate shall be given the opportunity to take the AZELLA at a mid-point of the academic year for the purpose of measuring progress toward English language proficiency. No student shall take the AZELLA more than three times in a school year. **(Task Force)**
- LEAs shall notify the parent(s)/guardian(s) in writing that their child has been reclassified fluent English proficient (FEP). **R7 2-306 (G)(5)**

- ✓ **Each ELL student has been reassessed at least annually at the end of each school year. Each student's file has evidence of:**
 - The English language proficiency assessment prescribed by the Superintendent of Public Instruction (AZELLA) (Student report for each year in SEI classroom)
 - Each student who scores below the publisher's designated score for fluent English language proficiency shall continue to be classified as ELL.
- ✓ **The district has appropriately reclassified students:**
 - Each student who has a composite score of proficient on the assessment has been reclassified as Fluent English Proficient (FEP) and has been assigned to a mainstream classroom.
 - Each student who has been reclassified as FEP has a copy of the written documentation notifying the parent(s)/guardian(s) of the reclassification in their file.
 - Each student who has been reclassified and placed in a mainstream classroom should be removed from ELL status through SAIS.
 - A Two Year Monitoring form has been completed for each ELL who has reclassified as proficient. LEAs may use the two-year monitoring form that OELAS has developed or they may create their own monitoring form. Documentation should be complete with AZELLA and AIMS scores or Terra Nova scores to show evidence of progress

SAIS ELL Transactions Chart

FY 2010 (School Year 2009-2010)

Overall Assessment Result (Language) (ADE SAIS determines this field for the LEA.)		
Code in SAIS	Overall Assessment Result	Description
3	Reclassified Fluent English Proficient (Reclassified FEP)	The overall result of this assessment shows the ELL student to be proficient. This student previously participated in an ELL program.
4	Initial Fluent English Proficient (Initial FEP)	The overall result of this assessment shows the student to be proficient. This student has never participated in an ELL program in Arizona.
5	ELL After Reclassification (ELLAR)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program again. This student was previously Reclassified FEP in Arizona.
7	English Language Learner (ELL)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program.
8	Continuing Fluent English Proficient Year 1 (Continuing FEP Year 1)	This student was previously Reclassified FEP the prior fiscal year and is being monitored.
9	Continuing Fluent English Proficient Year 2 (Continuing FEP Year 2)	This student was previously Reclassified FEP and is being monitored in the second year.

Language Program Participation (The LEA determines this field in SAIS.)

Code in SAIS	Language Program
A	Structured or Sheltered English Immersion (SEI)
B1	Bilingual/Dual Language with Waiver 1
B2	Bilingual/Dual Language with Waiver 2
B3	Bilingual/Dual Language with Waiver 3
I	Individual Language Learner Plan (ILLP)

Language Program Exit Reason

(The LEA determines this field in SAIS.) Language Program Exit Reason	
1	Reclassified as FEP by Reassessment
2	Withdrawn from school
3	Withdrawn by parent request
5	Transferred to a different program
7	Withdrawn due to SPED Criteria
8	Transferred to Different Track

TWO- YEAR MONITORING OF FEP STUDENTS

COMPLIANCE ITEM(S)

The LEA shall reevaluate annually the exited students for each of the two years after exiting the ELL program through the administration of English language proficiency assessments in a manner prescribed by the Superintendent of Public Instruction. Pupils who fail to demonstrate English proficiency on the reassessment test in the two years following their exit from structured English immersion, subject to parental consent, shall be reenrolled in structured English immersion pursuant to section 15-752 and may be provided compensatory instruction as defined in section 15-756.11. **ARS 15-756.06**

- LEAs must monitor students using grade-appropriate and uniform criteria in:
 - Reading,
 - Writing,
 - Mathematics skills,
 - Mastery of academic content areas, including science, and social studies.
- The LEA shall use AIMS test scores to determine progress toward achieving the Arizona Academic Standards.
 - Performing satisfactorily will be measured by whether a student meets or exceeds the state standards in reading, writing, and mathematics as measured by AIMS.
- If the AIMS test score is not available, the LEA shall use one or more of the following criteria in its evaluation to determine progress toward achieving the Arizona Academic Standards:
 - LEA-developed criterion-referenced tests of academic achievement that demonstrate alignment to the Arizona Academic Standards; or
 - Standardized tests measuring academic achievement that demonstrate alignment to the Arizona Academic Standards; or
 - Nationally norm-referenced test scores; or
 - Teacher recommendations based on classroom assessments that demonstrate alignment to the Arizona Academic Standards.
- Compensatory Instruction shall, with parent consent, be provided to fluent English proficient (FEP) students who need additional assistance in the area of English language proficiency.

ARS 15-756.06

✓ **Each FEP student who has exited the ELL Program is being monitored for two years and each student's file has evidence of:**

- Documentation of monitoring for each of the two years following the student exiting the ELL Program which includes:
 - Test scores
 - Dates of the reviews
 - Name(s) of the reviewers.
- The administration of the state-approved language proficiency assessment (AZELLA)
 - The administration of the appropriate test level.
 - Test administration date.
 - Filed in student's ELL file

COMPENSATORY INSTRUCTION

COMPLIANCE ITEM(S)

Pupils who fail to demonstrate English proficiency on the reassessment test in the two years following their exit from structured English immersion, subject to parental consent, shall be reenrolled in structured English immersion pursuant to section 15-752 and may be provided compensatory instruction as defined in section 15-756.11. *ARS 756.06*

- ✓ **Compensatory instruction is given in addition to normal classroom instruction.**
 - For example, before or after school, during intersession, summer school, Saturday school, etc.).
- ✓ **Compensatory instruction must focus on only English language development - listening, speaking, reading, writing, grammar and vocabulary.**
- ✓ **Compensatory instruction must be offered to ELLs and FEPs (within the two-year monitoring time frame) who need additional assistance in English language proficiency.**
- ✓ **A Written Individualized Compensatory Instruction Plan (WICP) must be used for ELLs and FEPs who are eligible for compensatory instruction.**
 - In order for a student to participate, a parent must consent to Compensatory Instruction.
 - Note on the completed WICP if a student is offered Compensatory Instruction and does not participate. This will document that they have been offered compensatory instruction, are in need of extra assistance, and chose not to participate.
 - The WICP must be individualized for the student's needs.
 - The WICP must designate how the district will measure progress in the program.
 - Should be kept in student's cumulative file.

SAMPLE FORMS



State of Arizona
Department of Education
Office of English Language Acquisition Services

Sample Documentation Form for Assessment Follow-Up to PHLOTE Question

Student Name: _____

Student SAIS ID Number: _____

Name of Mainstream Teacher(s) Initiating Procedure for Assessment:

_____ **Date:** _____

_____ **Date:** _____

Reason(s) for Initiating Procedure for Assessment (check all that apply):

_____ The student exhibits that the primary language is other than English.

_____ The student does not respond to everyday language, questions, or commands in English.

_____ The student does not complete written assignments in English.

List Educational Parties/Members Present at Parent/Teacher Conference:

_____ **Date:** _____

_____ **Date:** _____

Recommendation from Parent/Teacher Conference:

_____ Student will remain in Mainstream Classroom.

_____ Student will be assessed with the AZELLA to “determine the status of the student for educational services.”

Parent/Guardian Signature: _____ **Date:** _____

Additional Notes: _____

A copy of this documentation is to be placed in the student’s cumulative file.

FYI

This form should be found in ELL student's cumulative folder.

Placement should be marked and signature(s) should be completed.

Three attempts should be documented to acquire signatures.



State of Arizona
Department of Education

Office of English Language Acquisition Services

**MUST BE
COMPLETED
ANNUALLY**

Note: This form is on
the OELAS website in
Spanish.

20____ - 20____ Parental Notification and Consent Form for Student Placement in an English Language Learner (ELL) Program

To the parent or guardian of _____

Last Name First Name M.I. SAIS ID

Student I.D. School Grade

Your student's English proficiency has been measured using *the Arizona English Language Learner Assessment*. The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

English Language Learner programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age appropriate academic standards are based upon scientific research. The expectations for the ELL students are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELL students will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

The status of your student's academic achievement is: (circle one) **below grade level** **at grade level** **above grade level**

Your student has been placed in one of the following:

_____ Structured English Immersion Program*

_____ Mainstream Classroom (English Language Learner on Individual Language Learner Plan – ILLP)

_____ Bilingual Education Program with required waiver*

*See the attached LEA program description as defined by A.R.S. § 15-751 and A.R.S. 15-753

Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational strengths and needs of their student, and the rate of transition to mainstream. See Title III Section 3302 (a) (3) (4) (5)

A student must obtain a composite score of proficient, as designated by the publisher, in order to achieve English language proficiency and exit the program.**

**See Title III, Section 3302 (a) (6)

Parents have the right to choose among available program options, as well as to decline their student's enrollment in or to immediately remove their student from an ELL program.

If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

Classroom teacher/Language Arts teacher signature

Date

Parent or legal guardian's signature

Date

This form should be placed in the student's cumulative folder. (Revised: August 2008)

Note: This form is on the OELAS website in Spanish.



State of Arizona
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Office of English Language Acquisition Services

Tom Horne
Superintendent of
Public Instruction

FYI

This form should be in the ELL student's cumulative folder **IF** they have been withdrawn from the ELL program and are not proficient on the AZELLA.

Parent Request for Student Withdrawal from an English Language Learner Program

Student Name _____ SAIS I.D. _____
Last Name First Name M.I.

Student I.D. _____ Current School _____ Grade _____

As the parent or legal guardian of the above named student, I am exercising my right to request that my student be removed from his/her designated English Language Learner program (Structured English Immersion or Bilingual Education). I have discussed any alternative educational options with my student's teacher and/or principal and I am requesting that the student be placed in a mainstream, non-English Language Learner classroom. It is my belief that this course of instruction is better suited for my student's needs and therefore I consent to a mainstream classroom placement.

Parent or Legal
Guardian Signature _____ Date _____

FOR OFFICE USE ONLY

Current *Arizona English Language Learner Assessment* Performance Levels:

Listening _____ Speaking _____ Reading _____ Total Writing _____

By signing, I acknowledge that I have discussed the alternative educational options with the parent/legal guardian and I agree to place the student according to the parent/legal guardian's wishes.

Principal's Signature _____ Date _____

As provided by the No Child Left Behind Act [P.L. 107-110, Title III, Sec. 3302, (8) (A) (i and ii)].

FYI Waiver must be requested and completed annually

Parental Waiver Application

This form is used by parents to request an alternative to English Language Education, as specified in A.R.S. §15-753. Parents or legal guardians of an English learner must complete this application annually per A.R.S. §15-752.

District Name		School Name		Student ID#	
Parent/Guardian Last Name		First Name			
Child's Last Name		First Name		Middle Initial	
Address					
City		State AZ		Zip Code	
Native Language of Student		School year for which the waiver is requested			Grade

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Sheltered English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753). At least one of the following circumstances must be checked:

- ☐ **Waiver 1 (A.R.S. §15-753B.1) My child already knows English:** the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- ☐ **Waiver 2 (A.R.S. §15-753B.2) My child is 10 years or older:** it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- ☐ **Waiver 3 (A.R.S. §15-753B.3) My child has special individual needs:** the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

I understand that I must apply for this waiver on an annual basis. **I was fully informed of my right to refuse to agree to this waiver.**

Signature of Parent/ Legal Guardian Date

Signature of School Principal Date

Signature of Superintendent (Required Only for Waiver #3) Date

<input type="checkbox"/>	Application Granted
<input type="checkbox"/>	Application Rejected

LEA: The signed and completed form with test results or basis for determination shall be kept on file by the LEA.



State of Arizona
Department of Education
Office of English Language Acquisition Services

FYI

A copy of this form or one similar created by the District **MUST** be in the student's cumulative folder. No parent signature is required.

Tom Horne
Superintendent of
Public Instruction

Note: This form is on the OELAS website in Spanish.

Notification of Reclassification

Dear Parent/Guardian:

Your child was reassessed with the Arizona English Language Learner Assessment (AZELLA) on _____ (Date). He/She has obtained an "Overall Composite Performance Level of Proficient" on the AZELLA. This means that he/she no longer needs ELL program services. While your child has attained fluent English proficient status, his/her academic progress will be monitored for the next two years.

If you have any questions or concerns, please contact:

_____ @ _____

District/School Representative Phone

ELL Coordinator/Assessment Administrator Signature

Date

Copy: Student's cumulative file

(Revised: February 2007)

Note: This form is on the OELAS website in Spanish.



State of Arizona

Department of Education

Tom Horne
Superintendent of
Public Instruction

FYI

This form or one created by the District must be in the folder for those students monitored during the two-year monitoring period who do not score proficient on the AZELLA.

Parent Notification Form for English Language Learners After Reclassification (ELLAR)

In accordance with A.R.S §15-756.06, your child's achievement in English proficiency must be reassessed annually for two years following his/her exit from an SEI program.

Your child has been reassessed this year and based on the Arizona English Language Learner Assessment (AZELLA) results, he/she did not score proficient on the composite score for the AZELLA.

Based on these AZELLA results, with parental consent, your child may be re-enrolled in an SEI program and/or may be given compensatory instruction (tutoring services conducted before/after school, weekend, intersession, or summer school).

Please indicate your choice(s):

_____ Re-enroll in the SEI program

_____ I **do not** choose to re-enroll my child in the SEI program

_____ Participate in a compensatory instruction program

Based on parental consent at a parent teacher conference, the following signatures will document the student's placement. If you have questions, please contact your child's teacher at his/her school.

Parent/Legal Guardian Signature _____ Date _____

Classroom/Language Arts Teacher Signature _____ Date _____

English Language Learner Program Contact _____ Date _____

(Revised: June 2008)

Note: This form is on the OELAS website in Spanish.



State of Arizona
Department of Education
Office of English Language Acquisition Services

Tom Horne
Superintendent of
Public Instruction

FYI

This form or one created by the District **MUST** be completed for those students who are being monitored for two years after reclassification.

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____
SAIS ID Number _____
Date Reclassified _____

Data used to monitor progress of fluent English proficient (FEP) students:

	Test Data	Year 1 Dates	Composite Score	Year 2 Dates	Composite Score
AZELLA					
Grade					
3 rd – 8 th	AIMS/DPA Reading				
	AIMS/DPA Writing				
	AIMS/DPA Mathematics				
2 nd and 9 th	TerraNova Reading/Language Arts				
	TerraNova Mathematics				
10 th – 12 th	AIMS Reading				
	AIMS Writing				
	AIMS Mathematics				
Other criteria used for monitoring a FEP student that does not have assessment data available or in addition to the other data	LEA developed criterion referenced tests of academic achievement (district assessments)		Year 1		Year 2
	Classroom Grades- Teacher recommendation based on classroom assessments or/or grade reports	Year 1			
		Year 2			

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature-Year One _____

Monitor's Signature-Year Two _____

(Revised: March 2008)

1535 West Jefferson, Phoenix, Arizona 85007

Voice: (602) 542-0753
-21-

Fax: (602) 542-3050

English Language Learner Monitoring SY 2009-2010
Proposed Resolution of Noncompliance Findings
Under ARS 15-756.08

Date:	
LEA:	ELL Program Coordinator:

Instructions: Please review your attached Corrective Action Plan. Complete this form and return it (and the plan) to ADE with all applicable documentation that supports the resolution of noncompliant item(s) indicated on your Corrective Action Plan.

The LEA certifies that all corrective action items listed in the attachment have been or will be implemented according to dates indicated on the corrective action plan.

Signature of authorized agent (Required)	Date	Telephone number
---	------	------------------

Print name **and** title of authorized agent

Please return all required forms and documentation to:

Attention: OELAS
 Arizona Department of Education
 Office of English Language Acquisition Services
 1535 West Jefferson Street, Bin 31
 Phoenix, Arizona 85007
 Phone: 602-542-0753

FYI

✓ This form will be completed by those LEAs who receive a Correction Action.

✓ This form is located on the OELAS website for use by LEAs.

CORRECTIVE ACTION PLAN

LEA: _____ **DATE:** _____

TITLE AND NUMBER OF SECTIONS(S) IN CORRECTIVE

Item to be Completed	What and How (Use action verbs like "develop", "disseminate" or "train")	Person Responsible	Completion Date	Evidence	ADE Only

Arizona Department of Education
Revised September 2008

Please return completed form to the ADE Office of English Language Acquisition Services.

**Structured English
Immersion Models**

of the

**Arizona English
Language Learners
Task Force**

Structured English Immersion Models of the Arizona English Language Learners Task Force

Authority

Effective September 21, 2006, under the authority of Laws 2006, Chapter 4, the Arizona English Language Learners (ELL) Task Force was established. The Arizona ELL Task Force was charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona. Arizona Revised Statutes (A.R.S.). §15-756.01, requires that the models include a minimum of four hours per day of English language development (ELD) for the first year in which a pupil is classified as an English Language Learner. Full text of the law regarding the responsibilities of the Task Force and the development of the SEI models is located in Title 15, Chapter 7, Article 3.1. ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC SCHOOLS, §§ 15-751 through 15-757, Arizona Revised Statutes.

Definitions

For Structured English Immersion Models,

“AZELLA” means Arizona English Language Learner Assessment. The AZELLA is used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. AZELLA results include a composite proficiency level score, which is a composite of all of the subtest scores, and also separate subtest scores, i.e., Listening, Speaking, Reading, and Total Writing (Writing Conventions and Writing combined). The AZELLA also includes an oral language score, which combines listening and speaking subtest scores, and a comprehension score, which combines listening and reading subtest scores. Sub-level scores for grouping purposes are Oral Language, Reading, and Total Writing. (See A.R.S. §15-756.B)

“*ELD*” means English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).

“*Hour*” (for purpose of 4 hours of ELD) means a normal classroom period structured to facilitate class scheduling on an hourly cycle, such as 55 minutes of class time and 5 minutes of transit time.

“*Discrete Skills Inventory*” means the specific teaching/learning objectives derived from the Arizona K-12 English Language Learner Proficiency Standards approved by the Arizona State Board of Education (SBE), January 26, 2004, and refined as needed to remain synchronized with the Arizona K-12 Academic English Language Arts Standards.

“English Language Learners” mean K-12 PHLOTE students who do not obtain a composite proficiency level of “proficient” score on the AZELLA regardless of their tenure as English Language Learners.

“PHLOTE” means primary home language other than English and is determined by a home language survey and on the enrollment form completed by parents upon enrollment. PHLOTE students are administered the AZELLA to determine the level of their English language proficiency and their correct placement in classes. (A.R.S. §15-756.A)

“Proficiency Level” means the level of English language proficiency of a PHLOTE student, as determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-Emergent; (2) Emergent; (3) Basic; (4) Intermediate; and, (5) Proficient. A PHLOTE student whose composite AZELLA score is Proficient is not classified as an ELL and is not placed in an SEI Classroom.

“Structured English Immersion Models” means the models described herein. (A.R.S. § 15-756.01)

“Structured English Immersion Classroom” means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores of Pre-Emergent, Emergent, Basic, or Intermediate. The purpose of the classroom is to provide four hours of daily ELD instruction, as described in the definition of *“ELD”* in this section, in the manner prescribed herein.

“Structured English Immersion Program” means an intensive English-language teaching program for non-proficient English speakers, as designated by the AZELLA, designed to accelerate the learning of the English language intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This program provides only ELD, as described in the definition of *“ELD”* in this section.

Structured English Immersion Model Components

All SEI models are research-based and include three major components: policy, structure, and classroom practices. These components are uniform in all SEI models because they reflect legal requirements established in state law. However, application of the structure and classroom practices components results in various SEI classroom configurations because of “the size of the school, the location of the school, the grade levels at the school, the number of English language learners and the percentage of English language learners.” (A.R.S. §15-756.01.C.)

1 Policy

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education)

Arizona law requires materials and subject matter instruction to be in English. (A.R.S. §15-751. Definitions, 5 and A.R.S. §15-752)

Arizona law requires English language learners to be grouped together in a structured English immersion setting. (A.R.S. §15-751. Definitions, 5)

The goal set forth in Arizona law is for ELLs to become fluent English proficient in a year. (A.R.S. §15-752. English language education)

Arizona law requires a minimum of four hours per day of English language development during the first year a pupil is classified as an ELL. (A.R.S. §15.756.01 Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions)

Arizona state law requires cost efficient, research based models that meet all state and federal laws. (A.R.S. §15-756.01 (D)) Arizona English language learners task force; research based models of structured English immersion for English language learners; budget requests; definitions)

1. Structure

The structure of the SEI Models consists of multiple elements: SEI Classroom content; SEI Classroom program entry and exit; student grouping for SEI Classrooms, including grouping process and class size standards; scheduling and time allocations; and teacher qualification requirements. This structure is uniform for all SEI Models. The application of the grouping process will yield different classroom configurations based on the individual school's number of ELLs, their proficiency levels, and their grade levels.

Structured English Immersion Classroom Content

The Structured English Immersion (SEI) Classroom content is a minimum of four hours daily of English Language Development (ELD). ELD is a type of instruction that has as its orientation the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). While there are some obvious connections to English language arts instruction, ELD is foundational for English language acquisition work, since listening, speaking, reading, and writing tasks conducted in English are considerably more difficult in the absence of knowledge about how English operates. Reading and writing, aligned to the Arizona K-12 English Language Learner Proficiency Standards, are also considered content in SEI Classrooms.

SEI Classroom Entry and Exit

SEI Classroom entry and exit is determined solely by AZELLA score. Students whose AZELLA composite proficiency level scores are Pre-Emergent, Emergent, Basic, or Intermediate shall be grouped in SEI Classrooms. New ELLs, in the first year of education in an Arizona school, shall take the AZELLA at least twice during the first school year, once at the beginning of the year, or upon initial entry to school, and once at the end of the school year for purposes of measuring progress. Continuing ELLs shall be reassessed with the AZELLA at the end of each school year. English language learners shall be given the opportunity to take the AZELLA at a mid-point of the academic year for the purpose of measuring progress toward English language proficiency. No student shall take the AZELLA more than three times in a school year. On-going alternative proficiency-based assessments related to the Arizona

K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory should be utilized to guide instruction and to determine the opportunity to administer the AZELLA for purposes of exiting the SEI Classroom. (A.R.S. §§ 15-756.B, 15-756.05.A)

Student Grouping for SEI Classrooms

The primary determinant of the appropriate student grouping for SEI Classrooms is the English proficiency level of the students. The proficiency levels and grade levels of the ELLs must be used in order to determine appropriate student placement. The configurations are similar, but not identical, for all grade levels.

Elementary Schools

In elementary schools, generally those grades in which students receive most of their academic instruction in a single class as a single group, if there are enough ELLs by proficiency level within a specific grade, overall proficiency level within grade is used as the method for student grouping. The AZELLA composite proficiency level score determines the overall proficiency level. If there are not enough ELLs by proficiency level within a grade, then proficiency levels may be banded together within a grade. If there are not enough ELLs by proficiency level band within a grade, then ELLs from different grade levels may be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration, Pre-Emergent and Emergent ELLs shall be grouped together rather than separately. Also note that regardless of SEI Classroom configuration, kindergarten students shall be grouped separately from students in other grades.

Elementary School Student Grouping Prioritization

- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level Band within Grade
- ☐ Overall Proficiency Level Band within Grade Band

Middle Grades and High Schools

In middle grades and high schools, generally those grades in which students receive academic instruction in different classrooms in different groups throughout the day, if there are enough ELLs by proficiency sub-level scores (i.e., reading score, total writing score, and oral language score), within a specific grade, the sub-level proficiency level within grade is used as the method for student grouping. If there are not enough ELLs by proficiency sub-level within a grade, then grades may be banded together within a proficiency sub-level. If there are not enough ELLs by proficiency sub-level within a grade, then overall proficiency level may be used within a grade. If there are not enough ELLs within an overall proficiency level, then multiple grades may be combined into an SEI Classroom. If there are not enough ELLs within an overall proficiency level and within a grade band, then multiple proficiencies and multiple grade levels can be combined into an SEI Classroom. Note that, regardless of SEI Classroom configuration, Pre-Emergent and Emergent ELLs shall be grouped together rather than discretely.

Middle Grades and High School Student Grouping Prioritization

- ☐ Proficiency Sub-level within Grade
- ☐ Proficiency Sub-level within Grade Band
- ☐ Overall Proficiency Level within Grade
- ☐ Overall Proficiency Level within Grade Band
- ☐ Overall Proficiency Level Band within Grade Band

Class Size Standards

Target and maximum class sizes are based on the proficiency level of the ELL student provided that the class size shall not exceed the class size for non-ELLs in the school district. The target class size for Pre-Emergent and Emergent is 20; the maximum is 23. The target class size for Basic and Intermediate is 25; the maximum is 28.

Grouping Process

Students are grouped into classes based on Class Size Standards using the Elementary or the Middle Grades and High School Student Grouping Prioritization method. In the event there are insufficient students to assemble a class at the first given student grouping priority, the next student grouping priority shall be used. In the event that there are insufficient ELLs based on the class size standards in the school for any of the student groupings to work, then several other options are available. The students may be grouped into a single classroom for ELD instruction by an SEI-funded district-level ELD teacher for three hours a day with a fourth hour of ELD Reading. Students at a charter school or single school district may be grouped into a single classroom for ELD instruction by an SEI-funded ELD teacher for four hours a day. Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for Elementary Schools or Middle and High School as appropriate for each ELL.

Scheduling and Time Allocations

The scheduling and time allocations are somewhat different for Elementary School than for Middle Grades and High School. However, at all grade levels, the SEI Classroom must have a minimum of four hours of English language development daily which is time-allocated consistent with the Arizona K-12 English Language Learner Proficiency Standards and the related Discrete Skills Inventory (DSI).

Elementary School Scheduling and Time Allocations

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction that is governed by certain time allocations and skill teaching and learning objectives. Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL Proficiency Standards and further delineated in detail by the Discrete Skills Inventory (DSI). The discrete time blocks do not have to be sequential during the day, but they must sum to four hours of ELD instruction.

The English language skills categories are the same for all students in SEI Classrooms, but the time allocations vary by the composite AZELLA proficiency level of the student. Time allocations for each ELD instructional time block may vary by up to ten percent (10%) as long as the total daily English language development instruction equals four hours.

Students at the Pre-Emergent and Emergent composite AZELLA levels receive four hours of ELD instruction divided into the following specific areas: oral English and conversation instruction, 45minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, pre-writing instruction, 15 minutes (Total: four hours).

Students at the Basic composite AZELLA level receive four hours of ELD instruction divided into the following specific areas: oral English and conversation instruction, 30 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 30 minutes (Total: four hours).

Students at the Intermediate composite AZELLA level receive four hours of ELD instruction divided into the following specific areas: oral English and conversation instruction, 15 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 45 minutes (Total: four hours).

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

Middle Grades and High School Scheduling and Time Allocations

Each student who qualifies for SEI program placement receives four hours of daily English language development instruction. This instruction is divided into four discrete courses, each bearing a specific title and focus. The subject designation and subject matter of each of the four courses is based on specific English language skills categories that derive from the ELL Proficiency Standards and that are further delineated by the Discrete Skills Inventory (DSI). The four ELD courses do not have to be sequential during the school day. For schools with class periods other than one hour in duration, discrete ELD classes totaling at least four hours daily shall be established based on the course subject matter categories specified below. ELLs are to receive four hours of ELD daily or 20 hours a week of ELD. Schools must ensure that ELLs receive 20 hours of ELD a week, 5 hours in each of the ELD subject areas.

Students at the Pre-Emergent and Emergent AZELLA levels shall be grouped together and receive daily a one hour ELD class titled “Conversational English and Academic Vocabulary,” a one hour ELD class titled “English Reading,” a one hour ELD class titled “English Writing” and a one hour ELD class titled “English Grammar.”

Students at the Basic AZELLA level shall receive daily a one hour ELD class titled “Conversational English and Academic Vocabulary,” a one hour ELD class titled “English Reading,” a one hour ELD class titled “English Writing” and a one hour ELD class titled “English Grammar.”

Students at the Intermediate AZELLA level shall receive daily two hours of English Language Arts, as aligned to the Arizona Language Arts Academic Standards (this class is within the SEI Program), a one-hour ELD class titled “Academic English Reading,” and a one hour ELD class titled “Academic English Writing and Grammar.” In their second or subsequent years as ELLs, students who have scored proficient on the Reading subtest of AZELLA may be excused from the one hour ELD “Academic English Reading” class. In their second or subsequent years as ELLs, students who have scored proficient on the Total Writing subtest may be excused from the one hour ELD “Academic English Writing and Grammar” class.

Teacher Qualification Requirements

Elementary School Teacher Qualifications

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades K-6 must be highly qualified in elementary content as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

Middle Grades and High School Teacher Qualifications

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades 7-8 must be Highly Qualified in Language Arts or English as defined by the federal No Child Left Behind Act of 2001. Teachers in grades 9-12 must be Highly Qualified in English as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.H).

1. Classroom Practices

Classroom practices include sections on SEI Classroom Language Use policies, SEI Classroom Objective, SEI Classroom Materials and Testing, SEI Classroom Instructional Methods, Assessment, and SEI Teacher Training required to ensure teachers have the skills and knowledge needed to teach in an SEI Classroom.

SEI Classroom Language Use

All SEI classes shall be taught in English, in a manner consistent with A.R.S. §15-751. Definitions, 5.

SEI Classroom Objective

The objective of the SEI Classroom is to teach one or more specific identified skills within the Discrete Skills Inventory appropriate for the English proficiency level(s) of students in the class.

SEI Classroom Materials and Testing

Class textbooks, materials, and assessments used in an SEI Classroom must be aligned to the Arizona K-12 English Language Learner Proficiency Standards and the Discrete Skills Inventory. Each district superintendent or charter operator shall sign an attestation that these materials are properly aligned, which will be verified by the Arizona Department of Education when conducting monitoring visits. Classroom materials used in an ELD class may reflect content from a variety of academic disciplines. Classroom materials must be appropriate for the students' level of English language proficiency. Selection of content materials must be based on the materials' effectiveness in facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the ELL Proficiency Standards and the Discrete Skills Inventory.

SEI Classroom Instructional Methods

All instructional methods in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards and specified in the Discrete Skills Inventory.

DSI Review

The Arizona Department of Education shall oversee an independent review of the DSI to ensure that the content of the DSI is consistent with the English Language Learners Proficiency Standards.

Assessment

All assessments in SEI Classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards and specified in the Discrete Skills Inventory.

SEI Teacher Training

Three sets of training are essential for successful implementation of the SEI Models: Implementation Training, Discrete Skills Inventory Training, and Discrete Skills Inventory Teaching Methods Training. All SEI Classroom teachers shall receive all three trainings. Principals, District Superintendents, Counselors, and school and district personnel responsible for ELL programs also shall receive the Implementation Training.

Implementation Training

SEI Classroom teachers, Principals, District Superintendents, Counselors, and any school and district personnel responsible for English Language Learner Programs shall receive Implementation Training. This training provides background information on the policy, principles, structures, and classroom practices within the SEI Models. School personnel who prepare student schedules shall receive additional implementation training on scheduling.

Discrete Skills Inventory Training

All SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the content of the Discrete Skills Inventory.

Discrete Skills Inventory Teaching Methods Training

SEI Classroom teachers and instructional personnel responsible for instructional supervision shall receive training on the methods and strategies to be used in teaching the content of the Discrete Skills Inventory.

Time Allocations for Elementary School Levels

10% flexibility

Students Testing at AZELLA Pre-Emergent and Emergent

Conversation 45 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Pre-Writing 15 min.	
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Students Testing at AZELLA Basic

Conversation 30 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 30 min.	
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Students Testing at AZELLA Intermediate

Conversation 15 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 45 min.	
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Time Allocations for Middle School and High School

20 hours per week / 10% flexibility

Students Testing at AZELLA Pre-Emergent

Conversational English and Academic Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.	
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Students Testing at AZELLA Basic

Academic Oral English and Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.	
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Students Testing at AZELLA Intermediate

English Language Arts (SEI) 60 min.	English Language Arts (SEI) 60 min.	Academic English Reading 60 min.	Academic English Writing and Grammar 60 min.	
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**INDIVIDUAL
LANGUAGE LEARNER
PLAN
(ILLP)**

INFORMATION

INDIVIDUAL LANGUAGE LEARNER PLANS (ILLPs)

Background

The ILLP language was included in the SEI Models to address the special circumstance created at schools with low numbers of ELL students where it is not possible to provide Highly Qualified teachers assigned to provide the required four hours of English Language Development. It is important to note that the use of the ILLP is permitted, not required. **The preferred method for the delivery of ELD is for all four hours to be provided in an SEI classroom, by a Highly Qualified teacher in Elementary content at the Elementary level, Language Arts or English at the Middle School level and English at the High School level, and who is trained in the use of the ELP Standards and Discrete Skills Inventory (DSI).**

Provisions

- ELLs can be mixed with non-ELLs in mainstream English classes.
- Four hours of English Language Development (ELD) are required.
- Two hours of ELD are essential as prescribed in the Language Star. “Each of these discrete sections of ELD is based on specific categories of language instruction based on the skills identified by the ELL Proficiency Standards and further delineated in detail by the Discrete Skills Inventory (DSI).” (Structured English Immersion ELD Models, 9/15/07).
- The classroom teachers who have received the three-day SEI Teacher Training (Elementary content, Language Arts, English teacher), will make the accommodations for the ELL student(s) receiving ELD through the use of an ILLP.
- The implementation of the ILLP is language driven with academic content as the vehicle, where appropriate.
- The ILLP (which may include Attachment A - see sample forms section) is the written plan in the mainstream classroom that specifies what happens, instructionally, to the particular English language learner (ELL).
- The original ILLP (which may include Attachment A) will be placed in the student’s cumulative file and made available for monitors.
- A copy of the ILLP will be given to each teacher who has a part in implementing the plan.
- The use of the ILLP will necessitate a commitment on the part of the teachers of the English language learner on an ILLP, to communicate on a regular basis in order to plan, review, and revise the lesson plans. Additionally, updated formative assessment information must be documented on a quarterly basis for the ELL (include Attachment B).
- Mainstream teachers should utilize strategies for ELD instruction when working with English language learners.

ILLP GUIDELINES FOR IMPLEMENTATION

Guidelines for Implementation

Elementary School K-6

If departmentalized, grades 5-6 refer to Middle/High School model.

- The mainstream classroom teacher utilizing an ILLP for the English language learners will document how the students are receiving four hours of English language development daily.
- The mainstream highly qualified ELD teacher will provide a minimum of two hours of English language development focused on the ELP Standards, Discrete Skills Inventory (DSI), and the components of the language star.
- A minimum one hour reading block will be provided and documented per day for English language learners.
- A minimum one hour writing block will be provided and documented per day for English language learners, to include integrated grammar, reading, and other academic content areas.

Guidelines for Implementation

Middle School/High School

- The Language Arts/English teacher is the educator charged with writing and with overseeing the application level/implementation of the ILLP in cooperation with designated classroom teachers.
- The Language Arts/English teacher(s) will collaborate on the writing of the ILLP with other teachers working with the ELL student and his/her ILLP.
- Components of the ILLP must be the following: the ELP Standards, the Discrete Skills Inventory (DSI), and the language star.

OPTIONS FOR ILLP IMPLEMENTATION

- ✓ **Option 1:** Four periods of English daily option – This option can be one teacher for four periods, a different teacher for each period, or any combination thereof. The teacher(s) will collaborate on the writing of the ILLP, and the inclusion of the five parts of the language star and the language skills as delineated in the Discrete Skills Inventory (DSI). **(four periods of English)**
- ✓ **Option 2:** Three periods of English daily option – The three teachers will collaborate efforts on the writing of the ILLP, the inclusion of the five parts of the language star and the language skills as delineated in the Discrete Skills Inventory (DSI), and describe the elective or required content class where the fourth period of ELD will be delivered (identify the ILLP teacher who will be given the plan for implementation). **(three periods of English, one period of ELD content class)**
- ✓ **Option 3:** Two periods of English daily option – The two teachers will collaborate efforts on the writing of the ILLP, the inclusion of the five parts of the language star, and the language skills as delineated in the Discrete Skills Inventory (DSI), and describe the elective and/or required content classes where the third and fourth periods of ELD will be delivered (identify the ILLP teacher(s) who will be given the plan for implementation). **(two periods of English, two periods of ELD content classes)**

Language Proficiency Recommendations for ELLs on ILLPs

- ✓ It is highly recommended that English language learners who are at the Pre-emergent or Emergent level of English proficiency receive the four periods of English daily option (Option 1) referenced above.
- ✓ It is highly recommended that English language learners who are at the Basic level of English proficiency receive three periods of English daily option (Option 2) referenced above.
- ✓ It is highly recommended that English language learners who are at the Intermediate level of English proficiency receive two periods of English daily option (Option 3) referenced above.

Delivery of ELD Instruction in Content Area Classes

- Content Area experts in the areas of math, science, and social studies will be consulted for suggestions regarding the implementation of the language star components and the language skills as delineated in the Discrete Skills Inventory (DSI) into operational procedures in those content area classes.
- The language star components and the language skills as delineated in the Discrete Skills Inventory (DSI) will remain an integral part of the English language learner's ILLP in content area classes.
- A list of modifications for content area teachers of math, science, and social studies will be provided as part of the implementation plan for the delivery of ELD instruction for the ELL on an ILLP; these ideas will reference the language star components, the ELP Standards, and the language skills as delineated in the Discrete Skills Inventory (DSI) within the specified content area of math, science, or social studies.

**HIGHLY QUALIFIED
REQUIREMENTS
FOR
TEACHERS OF ENGLISH
LANGUAGE LEARNERS
IN AN
SEI CLASSROOM**

SEI TEACHER QUALIFICATIONS

COMPLIANCE ITEM(S)

Elementary School Teacher Qualifications

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades K-6 must be highly qualified in elementary content as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (*SBE Rules, R7-2-613.H*).

Middle Grades and High School Teacher Qualifications

All teachers in SEI Classrooms must have a valid Arizona teaching certificate (charter school teachers are exempt from this requirement). Teachers in grades 7-8 must be Highly Qualified in Language Arts or English as defined by the federal No Child Left Behind Act of 2001. Teachers in grades 9-12 must be Highly Qualified in English as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.J), an English as a Second Language endorsement (Provisional endorsement or full endorsement) (SBE Rules, R7-2-613.I), or a Bilingual endorsement (Provisional endorsement or full endorsement) (*SBE Rules, R7-2-613.H*).

✓ LEA should have documentation for the following:

- Properly Certificated and
- Highly Qualified
 - Elementary (K-6)
 - Language Arts or English in Middle School (7-8)
 - (also departmentalized 6th grade)
 - English in High School (9-12) and
- SEI (provisional is acceptable) or Bilingual or ESL endorsement

HIGHLY QUALIFIED STATUS CLARIFICATION REGARDING INSTRUCTION WITH AN INDIVIDUAL LANGUAGE LEARNER PLAN (ILLP)

The Office of English Language Acquisition Services (OELAS) and the Highly Qualified Professionals Unit of the Arizona Department of Education have met to discuss the unique situation regarding K-8 schools and their delivery of English Language Development (ELD) instructional services to English language learners.

As part of those services, schools may qualify to deliver ELD instruction through the Individual Language Learner Plan (ILLP) format.

The Flores Consent Order states:

“The IEP team shall determine the scope and/or type of services the student will need to become proficient in English. The curriculum of all IEPs required by Section IV.D shall incorporate the academic standards adopted by the Board pursuant to A.R.S. 15-701 and shall be comparable in amount, scope, and quality to that provided to English proficient students.” (IV. LEP Individual Education Plans- Section.).

Building on the previous paragraph, the IEP requirement, as it applies to an English language learner, is fulfilled through the use of an Individual Language Learner Plan (ILLP).

The Office of English Language Acquisition Services (OELAS) and the Highly Qualified Professionals Unit have agreed to the following: in K-8 school situations where the qualifications exist to use an ILLP in the instruction of English language learners, and where grouping by language proficiency results in cross-grade/level groupings for the instruction of these specific students, the teacher who is highly qualified to teach K-8 content and who holds an SEI, or ESL, or BLE endorsement, shall be deemed to be qualified to teach these English language learners in this environment.

A district that qualifies for this exemption, shall submit a written request for review and approval to the Office of English Language Acquisition Services. Approval will be in collaboration with the Highly Qualified Professionals Unit of the Arizona Department of Education.

This submission shall be made by the Superintendent or designee. The written request for exemption shall not be made by an individual teacher.

The specifications in this clarification document become effective in the 2009-2010 school year.

TITLE III HIGHLIGHTS

Title III LEA Improvement Actions to Complete

YEAR 1-----Warning

In Year 1 of LEA Improvement, the LEA receives a warning.

Under this sanction, the LEA is required to take two actions.

- √ notify parents of their failure to make AMAOs determination.
- √ required to update the Title III portion of their Consolidated Plan in ALEAT to reflect implementation of the Arizona ELL Task Force models.

Specifically, LEAs must

- √ address AMAO for ELL subgroup AYP under 1A— Reading/Language Arts Proficiency and 1B— Mathematics Proficiency goals a
- √ address AMAOs for Making Progress and Reclassification under 3 Proficiency in English for ELLs goal.

Under each applicable goal the LEA is required to include a minimum of one strategy and one action step that include budget information.

YEAR 2-----LEA Improvement 1

In Year 2 of LEA Improvement, the LEA enters Improvement 1.

Under this sanction, the LEA is again required to take two actions.

- √ notify parents of their failure to make AMAOs determination.
- √ required to update the Title III portion of their Consolidated Plan in ALEAT to reflect implementation of the Arizona ELL Task Force models.

In Year 2, the LEAs will again

- √ address AMAO for ELL subgroup AYP under 1A— Reading/Language Arts Proficiency and 1B— Mathematics Proficiency goals a
- √ address AMAOs for Making Progress and Reclassification under 3 Proficiency in English for ELLs goal.

Under each applicable goal the LEA is again required to include a minimum of one strategy and one action step that include budget information.

Additionally, the LEA is required to attend Fall Process for SEA technical assistance.

Title III LEA Improvement Actions to Complete (cont.)

Year 3----- LEA Improvement 2

In Year 3 of LEA Improvement the LEA enters Improvement 2.

Under Improvement 2, the LEA is again required to take two actions.

- √ notify parents of their failure to make AMAOs determination.
- √ required to update the Title III portion of their Consolidated Plan in ALEAT to reflect implementation of the Arizona ELL Task Force models.

In Year 3, the LEAs will again

- √ address AMAO for ELL subgroup AYP under 1A— Reading/Language Arts Proficiency and 1B— Mathematics Proficiency goals
- √ address AMAOs for Making Progress and Reclassification under 3 Proficiency in English for ELLs goal.

Under each applicable goal the LEA is required to include a minimum of two strategies and two action steps (one of which must be professional development) that include budget information and task items.

In addition to the above, if requested, the SEA will visit those schools targeted for improvement to provide technical assistance and, when requested, (2) the SEA will provide training to teachers in those schools that are targeted for improvement to improve the program and method of instruction provided for ELLs.

Year 4-----Corrective Action

In Year 4 of LEA Improvement the LEA enters Corrective Action.

Under Corrective Action, the LEA is again required to:

- √ notify parents of their failure to make AMAOs determination
- √ update the Title III portion of their Consolidated Plan in ALEAT to reflect implementation of the Arizona ELL Task Force models.

In Year 4, the LEAs will

- √ address AMAO for ELL subgroup AYP under 1A— Reading/Language Arts Proficiency and 1B— Mathematics Proficiency goals
- √ address AMAOs for Making Progress and Reclassification under 3 Proficiency in English for ELLs goal.

Under each applicable goal the LEA is required to include a minimum of three strategies and three action steps (one of which must be professional development) that include budget information and task items.

In addition to the above, after consultation with those schools targeted in improvement, the SEA (1) will provide training to assist with the modification of programs and methods of instruction; and, the SEA, in consultation with the LEA, (2) will determine if replacement of educational personnel relevant to the LEA's failure to meet AMAOs is necessary and if funding relative to the LEA's failure to meet AMAOs should be reduced.

Year 5-----Corrective Action II

In Year 5 of LEA Improvement, if the LEA again fails to make AMAOs determination, the LEA will remain in Corrective Action. In this case, all of the Year-4 Corrective Action items will apply.

Title III-Language Instruction for Limited English Proficient and Immigrant Students

PART A-English Language Acquisition, Language Enhancement, and Academic Achievement Act

SEC. 3102. PURPOSES

The purposes of this part are —

- (1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
- (2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);
- (3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;
- (4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;
- (5) to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;
- (6) to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;
- (7) to streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;
- (8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring —
 - (A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - (B) adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2)(B); and
- (9) to provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

Sec. 3115 Subgrants to Eligible Entities

- (a) Purposes of Subgrants-ADE may make a subgrant to eligible entity only if the entity agrees to
 - (1) Develop and implement new language instruction education programs and content instruction programs for ELLs.
 - (2) Carry out highly focused, innovated, locally designed activities to expand or enhance existing programs for ELLs.
 - (3) Implement, within an individual school, schoolwide programs for restructuring, reforming and upgrading all relevant programs, activities and operations for ELLs
 - (1) Implement, within the entire jurisdiction of a LEA, agencywide programs for restructuring, reforming and upgrading all relevant programs, activities and operations for ELLs
- (b) Administrative expenses- shall not exceed 2 percent for a fiscal year.
- (c) Required subgrantee activities- An eligible entity receiving funds shall use the funds
 - (1) to increase ELL's English proficiency and academic achievement in the core academic subjects
 - (2) To provide high-quality professional development to classroom teachers, principals, administrators, and other school or community based organizational personnel.

Sec. 3116. Local Plans

- (a) Plan required—each eligible entity desiring a subgrant from ADE shall submit a plan
- (b) contents—each plan shall
 - (1) describe the programs and activities proposed to be developed, implemented, and administered
 - (2) describe how the eligible entity will use the subgrant to meet all AMAOs
 - (3) describe how the eligible entity will hold elementary schools and secondary schools accountable for
 - (a) meeting the AMAOs
 - (b) making AYP
 - (c) annually measuring the English proficiency of ELLs
 - (4) describe how the LEA or charter school will promote parental and community participation in programs for ELLs
 - (5) contain an assurance that eligible entity consulted with teachers, researchers, school administrators, and parents in developing such a plan
 - (6) Describe how language instruction educational programs carried out under the subgrant will ensure that ELLs being served by the programs develop English proficiency.
- (c) Teacher English fluency—Each eligible entity shall include in its plan a certification that all teachers in any language instruction education program for ELL are fluent in English and any other language used for instruction, including having written and oral communications skills.
- (d) Other requirements for approval—each local plan shall also contain assurances that
 - (1) each LEA is complying with parental notification prior to, and throughout, each school year.
 - (2) the LEA annually access ELLs
 - (3) the LEA has based its proposed plan on scientifically based research on teaching ELLs.
 - (4) the LEA will ensure that the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards; and
 - (5) the LEA is not in violation of any State law regarding the education of ELLs.

Subpart 2—Accountability and Administration

Sec 3121 Evaluations

- (a) In general—ADE shall provide an evaluation form for LEAs to submit every two years. The evaluation shall include
 - 1) a description of the programs and activities conducted by the LEA during the two immediately preceding fiscal years.
 - 2) A description of the progress made by ELLs in learning the English language and meeting State academic content and student academic achievement standards.
 - 3) The number and percentage of ELL in the programs and activities attaining English proficiency by the end of each school year.
 - 4) A description of the progress made by ELL in meeting State academic content and student academic achievement standards for each of the 2 years after they are no longer receiving services under this part.
- (b) Use of evaluation—The evaluation shall be used by ADE
 - 1) For improvement of programs and activities
 - 2) To determine the effectiveness of programs and activities
 - 3) In determining whether or not to continue funding for specific programs or activities
- (c) Evaluation Components—an evaluation provided by a LEA shall
 - 1) provide an evaluation of children enrolled in a program or activity conducted by the entity using funds under subpart 1 (including the percentage of children) who –
 - (a) are making progress in attaining English proficiency, including the percentage of children who have achieved English proficiency
 - (b) have transitioned into classrooms not tailored to limited English proficient children, and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to limit English proficient children
 - (c) are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet, and
 - 2) include such other information as ADE may require.
- d) Evaluation measures—A State shall approve evaluation measures for use under subsection (c) That are designed to assess—
 - 1) the progress of children in attaining English proficiency
 - 2) student attainment of challenging State student academic achievement standards
 - 3) progress in meeting AMAOs

Sec 3122 Achievement Objectives and Accountability

- (a) Achievement objectives-
 - (1) in general- ADE shall develop AMAOs for ELLs
 - (2) development of objectives—AMAO shall

- (a) reflects the amount of time an individual child has been enrolled in a language instruction educational program; and
- (b) uses consistent methods and measurements to reflect the increases in
 - i. at a minimum, annual increase in the number of percentage of children making progress in learning English
 - ii. at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and
 - iii. making AYP for Ell as described in section 1111 (b) (2) (b)

(a) Accountability—

- (1) For states—ADE shall hold LEAs accountable for meeting AMAOs, including making AYP for ELLs.
- (2) Improvement plan—if an LEA has failed to make progress toward meeting AMAOs for 2 consecutive years, ADE shall require the LEA to develop an improvement plan that will ensure the LEA meets such objectives. The improvement plan shall specifically address the factors that prevented the LEA from achieving such objectives.
- (3) Technical assistance—during the development of the improvement plan and throughout its implementation, ADE shall
 - a) provide technical assistance to the LEA.
 - b) provide technical assistance to schools to meet AMAOs
 - c) Develop, in consultation with the entity, professional development strategies and activities, based on scientifically based research, that the agency will use to meet such objectives.
 - d) Require the LEA to utilize such strategies and activities; and
 - e) Develop, in consultation with the LEA, a plan to incorporate strategies and methodologies, based on scientifically based research, to improve the specific program or method of instruction provided to ELLs.
- (4) Accountability-if ADE determines that a LEA failed to meet AMAOs for 4 consecutive years, ADE shall
 - a) require LEA to modify the LES's curriculum, program, and method of instruction; or
 - b) make a determination whether the LEA shall continue to receive funds related to the LEA's failure to meet such objects; and
 - c) require the LEA to replace educational personnel relevant to the LEA's failure to meet their AMAOs.

Sec. 3125-Rules of Construction

1. Nothing in this part prohibits LEAs from serving LEP children simultaneously with those children having similar educational needs in the same educational settings where appropriate.
2. Does not require an SEA or an LEA to mandate a particular type of instructional program for LEP children.
3. Does not limit the preservation or use of Native American languages.

Sec. 3126 Legal authority under state law

Nothing in this part shall be construed to negate or supersede State law.

Part-B Improving Language Instruction Educational Programs

Sec. 3202-Purpose

- (1) To develop accountability systems for educational programs serving LEP children.
- (2) To develop language skills and multicultural understanding
- (3) to develop the English proficiency of LEP children and their native language skills to the extent possible.
- (4) to provide similar assistance to Native Americans
- (5) to develop technical assistance focusing on school improvement for LEP children.
- (6) to develop professional training programs for personnel working with LEP children.

Sec. 3203-Native American Children in School

Identifies schools and native language educational organizations predominantly serving Native American children and schools operated and/or funded by the Federal BIA as LEAs eligible for receiving grant funding under this part.

Sec 3212. Program Enhancement Activities

Grants shall be used to

1. Develop, implement, expand, or enhance comprehensive preschool, elementary, or secondary education programs for ELL.
2. Provide high-quality professional development to classroom teachers, administrators to improve the instruction and assessment of ELL.
3. Annually assess the English proficiency of all ELLs.

Grant may also be used for other purposes. (e.g. developing accountability systems to monitor the academic progress of ELL and FEP).

In awarding grants, priority will be given to

- A) Services a school district-
 - That has a total district enrollment that is less than 10,000 students;
 - With a large percentage or number of ELL
- b) Has limited or no experience in serving ELL.

Sec. 3213 Comprehensive school and systemwide improvement activities.

Grant shall be used for

- a) improving instruction programs for ELLs by acquiring and upgrading curricula and related instruction materials;
- b) Aligning the activities carried out under this section with State and local school reform efforts.
- c) Provide training
- d) Developing and implementing plans to recruit teachers trained to serve ELLs.
- e) Implementing culturally and linguistically appropriate family education programs, or parent outreach and training activities.
- f) Coordinating activities carried out under this section with other programs.
- g) Providing services to meet the full range of educational needs of ELLs.
- h) Annually assessing the English proficiency of all ELLs
- i) Developing or improving accountability systems to monitor the academic progress of ELLs.

Grant may be used for other purposes.

The recipient shall begin carrying out activities under this section not later than the later of

- 1) The beginning of the first school year that begins after the grant is received; or
- 2) 30 days after the date of receipt of the grant.

Planning should be less than 45 days.

Sec 3214 applications

- 1) To receive a grant ADE shall submit an application to the Secretary
- 2) LEA shall submit an application to ADE.

ADE shall review not later than **45 days** after receipt of an application from LEAs and submit comments regarding the application to the Secretary and each LEA individually.

A application shall include documentation that

- 1) The applicant has the qualified personnel required to develop, administer and implement the program proposed in the application; and
- 2) The leadership personnel of each school participating in the program have been involved in the development and planning of the program in the school.

Content of application:

1. Description of the need for the proposed program;
2. A description of the program to be implemented and how such program's design 1-6
3. a description of the LEA's collaborative activities
4. An assurance that the LEA will not reduce the level of State and local funds
5. An assurance that the applicant will employ teachers are proficient in English and the native language of the majority of the students.
6. A budget for the grant funds.
7. Additional information (a description of current services the LEA provides to ELL, etc)

Approval of applications is determined by the Secretary.

Sec. 3215 Capacity Building

Grant recipients under this subpart are mandated to continue offering high-quality language instruction educational programs to LEP children following reduced and /or eliminated Federal assistance.

Sec. 3216 Programs for Native Americans and Puerto Rico

Allows Native American and children of limited Spanish proficiency to learn and study Native American languages provided that such programs require increased English proficiency.

Sec. 3217 Evaluations

Each recipient of funds shall conduct an evaluation annually in the form prescribed by the Secretary.

Sec. 3218 Construction

Under this subpart, LEAs can serve LEP children with children having similar educational needs.

Subpart 4—Emergency Immigrant Education Program

Sec. 3241. Purpose

The purpose of this subpart is to assist eligible local educational agencies that experience unexpectedly large increases in their student population due to immigration —

- (1) to provide high-quality instruction to immigrant children and youth; and
- (2) to help such children and youth —
 - (A) with their transition into American society; and
 - (B) meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Sec. 3242 State Administrative Costs

Administrative costs shall not be more than 1.5 percent (2 percent if the State educational agency distributes funds received under this subpart to LEAs on a competitive basis) of the grant.

Sec. 3243 Withholding

The Secretary may withhold payments whenever a failure to comply with a requirement of any provision of this subpart is found.

Sec 3244 State Allotments

Each State participating in the program assisted under this subpart shall receive an allotment equal to the proportion of the number of immigrant children and youth who are enrolled in eligible LEAs. The allotments is equal to the less of 500 or 3 percent of the total number of children enrolled in such public or nonpublic schools during such fiscal year.

ADE shall provide the number of immigrant children and youth in accordance with criteria established by the secretary.

ADE may reserve not more than 20 percent of payment under this subpart to award grants on a competitive basis to LEAs if the amount appropriated to carry out this subpart exceeds \$50,000,000 for a fiscal year.

Sec. 3247 Uses of Funds

(a) USE OF FUNDS- Funds awarded under this subpart shall be used to pay for enhanced instructional opportunities for immigrant children and youth, which may include —

- (1) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- (2) support of personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (3) tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- (4) identification and acquisition of curricular materials, educational software, and technologies;
- (5) the provision of basic instruction services that are directly attributable to the presence in the school district of immigrant children and youth, including payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; and
- (6) such other activities, related to the purpose of this subpart, as the Secretary may authorize.

Part C General Provisions

Sec. 3302 Parental Notification

1. Parents of a limited English proficient child shall be notified within 30 days of the beginning of the school year that their child is eligible to participate in an ELL program. Parents shall be notified within 2 weeks if ELLs are placed in a program during the school year.
2. A separate notification shall be provided to parent(s) of ELLs if the LEA fails to make progress on AMAOs.
3. Parental notification shall be provided in a language and format that the parent can understand.
4. LEAs shall provide opportunities for parent(s) of ELLs to be active participant(s) in ELLs' education.
5. No child shall be excluded from an education program based on surname or language minority status.

MONITORING PROTOCOL

SEI Classroom Observation

All Questions **MUST** be answered

Short description of class

- ✓ The description should be concise and short
- ✓ Title of class assigned by the school. Middle/High School, include name and course number if available
- ✓ Description of whether it is a self-contained class, or an individual section

Model Compliance

Have they allocated 4 hours for ELD? Y N

- ✓ Evidence would be from lesson plans and/or master schedule.
- ✓ Collaborate BEFORE observations as a team to determine if 4 hours at middle/high school is allocated so all "program" questions are consistent.
- ✓ If you answer NO, you MUST provide documentation to support observation.

Unable to determine not acceptable answer

Evidence - Schedule of school day on board and from lesson plan, and/or time allocations in lesson plan

If no, how many hours have they allocated? 0 1 2 3 NA

- ✓ Provide written description of which hours of the SEI Models were being implemented
 - ✓ Be sure to check NA if the answer is yes to question regarding the allocation of 4 hours of ELD
- all questions must be answered

Are the 4 hours the correct allocation? Y N

- ✓ Evidence would be from lesson plans and/or master schedule
- ✓ If you answer NO, you MUST provide documentation to support observation.

Unable to determine not acceptable answer

Evidence - Schedule of school day on board and/or time allocations in lesson plans

Have they allocated a discrete hour of grammar? Y N

- ✓ Evidence would be from master schedule and/or teacher's lesson plans
- ✓ If you answer NO, you MUST provide documentation to support observation

Unable to determine not acceptable

SEI Classroom Observation (cont.)

Are the lessons based on ELP standards? Y N

- ✓ Evidence would be from lesson plans
- ✓ Evidence observed that teacher is teaching to objective
- ✓ If you answer NO, provide documentation to support observation

Evidence - Information contained in lesson plans and/or on board

Are lessons supported by the DSI? Y N

- ✓ Evidence would be from lesson plans
i.e., Is the grammar focus in the oral English/conversation, writing, reading, or grammar block of instruction
- ✓ If you answer NO, you MUST provide documentation to support observation
Unable to determine not acceptable answer

Please note: You may not see a DSI focus if the observation is in a reading class

There may be a Correlation Guide that district has created which is acceptable.

ELL students only, no mixing Y N

- ✓ Evidence would be from classroom roster
 - ✓ If you answer NO, you MUST provide documentation to support observation
-

Are students grouped by proficiency level? Y N

- ✓ Evidence would be from classroom rosters
- ✓ If you answer NO, you MUST provide documentation to support observation

Evidence - What groupings were observed in classroom

Unable to determine not acceptable answer

- ✓ Answer "NO" if a roster was not provided and document
-

Is the teacher Highly Qualified? Y N

- ✓ This should have been determined prior to classroom visitation
 - ✓ If not provided, check the District Notebook for highly qualified attestations
-

Has the teacher attended Round II training? Y N

- ✓ This information will be provided in the desk audit information for the District

SEI Classroom Observation (cont.)

Evidence of Round II training methodologies? Y N

✓ Evidence observed in the classroom or listed in lesson plans for any of the following:

Verb Tense Study, Vertical Sentences, Reverse Questioning, Collaborative Story Re-Tell, Syntax Surgery, This or That, Language Warm-up, Vocabulary Frames

✓ Document which methodologies were observed

State Compliance

Instruction in English Y N

✓ All instruction is required to be in English

✓ If you answer NO, you MUST provide documentation to support observation

Books and materials in English Y N

✓ Any instructional materials that are observable (other than dictionaries) in any language other than English constitutes a "NO" response

✓ If you answer NO, you MUST provide documentation to support observation

Evidence - names of materials, specific examples

Used minimal native language Y N EO

✓ EO = English Only

✓ Minimal use of native language for clarification is permitted (as a last resort)

✓ Clarification should be a word or phrase rather than translation of all instructions or translating written materials

✓ Use of native language in providing guidance in an emergency situation is acceptable

✓ If you answer NO, you MUST provide documentation to support observation

Federal Compliance: Teacher Fluency

Teacher uses accurate grammar Y N

✓ If the monitor hears incorrect use of grammar by the instructor, this constitutes a "NO" response.

✓ If there are usage errors in grammar made by the instructor in his/her oral and/or written communication, this constitutes a "NO" response.

✓ Monitors must document specific examples, as many as appropriate

✓ If you answer NO, you MUST provide documentation to support observation

SEI Classroom Observation (cont.)

Teacher uses accurate pronunciation

Y N

- ✓ If the monitor hears a message that is incomprehensible in English from the instructor, this constitutes a “NO” response.
- ✓ If the monitors hear words used that are impeding communication, this constitutes a “NO” response.
- ✓ If you answer NO, you MUST provide documentation to support observation

Super SEI Strategies

Language objective

Y N

- ✓ The language objective is observable in the classroom and/or in the teacher’s lesson plans.

50/50 rule

Y N

- ✓ During the period of observation, students speak at least 50% of the time

Productive discomfort

Y N

- ✓ One or more of the following is observed during the observation period:
 - The teacher directs questions at individual students to check for understanding
 - The teacher asks higher order thinking questions/open-ended questions that promote a student response such as why, how, compare/contrast

Students respond in complete sentences

Y N

- ✓ During the period of observation, students respond in complete sentences or were prompted to answer in complete sentences at least 75% of the time

ELLs engaged in learning

Y N

- ✓ Monitors observe students actively involved in their learning

ILLP ELLs in a Mainstream Classroom Observation

All Questions MUST be Answered

Please note: ILLP class is not intended to be an ELD class

Short description of class

- ✓ The description should be concise and short
- ✓ Title of class assigned by the school
- ✓ Description of whether it is a self-contained class, or an individual section

Model Implementation

Does the teacher have an ILLP for each ELL student? Y N

- ✓ Evidence of an ILLP in the classroom for each ELL student
- ✓ If you answer NO, you MUST provide documentation to support observation

Unable to determine not acceptable answer

Are specific ELP standards included on the ILLPs? Y N

- ✓ Standards can be the same for all students in the specific classroom and/or grade level
- ✓ If you answer NO, you MUST provide documentation to support observation

Do the ILLPs accurately reflect the SEI allocations as per the models? Y N

- ✓ Evidence that all areas (reading, writing, grammar, oral English/conversation, and vocabulary) are identified on an ILLP

- ✓ If unsure, check the model implementation resource provided
- ✓ Please note: Time allocations may not be appropriate
- ✓ If you answer NO, you MUST provide documentation to support observation

Unable to determine not acceptable

ILLP ELLs in a Mainstream Classroom Observation (cont.)

Does the instruction match the ILLP?

Y N

- ✓ Evidence that what is reflected on the ILLP is actually completed in this class for the ELL.
Evidence - If reading was noted on the ILLP, the teacher actually works with ELL(s) using the ELP Reading Standards
- ✓ If not observed during the time the monitor is in the classroom, a conversation MUST take place with the teacher to ask what he/she does to address this portion of the instruction for the ELL(s) in the class.

QUESTION TO ASK: How do you modify your lesson plan to cover the ELP Standards for the ELLs?

- ✓ If you answer NO, you MUST provide documentation to support observation

Unable to determine not acceptable

Is there evidence of differentiated instruction for the ELL students?

Y N

- ✓ If not observed during the time monitor is in the classroom, a conversation MUST take place with the teacher to ask what he/she does to address this portion of the instruction for the ELL(s) in the class.
- ✓ Some examples of differentiated instruction might include (questions to ask teacher):
 - Teacher works with students individually
 - Teacher indicates at some time they will work with individual students to address ELP standards
- ✓ If you answer NO, you MUST provide documentation to support observation

Unable to determine not acceptable answer

Number of English language learners

- ✓ Evidence would be determined before classroom observation using rosters

State Compliance

Instruction in English

Y N

- ✓ All instruction is required to be in English
- ✓ If you answer NO, you MUST provide documentation to support observation

ILLP ELLs in a Mainstream Classroom Observation (cont.)

Books & materials in English

Y N

- ✓ Any instructional materials that are observable (other than dictionaries) in any language other than English constitutes a “NO” response
- ✓ If you answer NO, provide documentation to support observation
Evidence - names of materials, specific examples

Used minimal native language

Y N EO

- ✓ Minimal use of native language for clarification is permitted (as a last resort)
- ✓ Clarification should be a word or phrase rather than translation of all instructions or translating written materials
- ✓ Use of native language in providing guidance in an emergency situation is acceptable
- ✓ If you answer NO, provide documentation to support observation

Federal Compliance: Teacher Fluency

Teacher uses accurate grammar

Y N

- ✓ If the monitor hears incorrect use of grammar by the instructor, this constitutes a “NO” response.
- ✓ If there are usage errors in grammar made by the instructor in his/her oral and/or written communication, this constitutes a “NO” response.
- ✓ Monitors must document specific examples, as many as appropriate
- ✓ If you answer NO, you MUST provide documentation to support observation

Teacher uses accurate pronunciation

Y N

- ✓ If the monitor hears a message that is incomprehensible in English from the instructor, this constitutes a “NO” response.
- ✓ If the monitors hear words used that are impeding communication, this constitutes a “NO” response.
- ✓ If you answer NO, you MUST provide documentation to support observation

District ELL Monitoring Notebook

The following items should be included in a notebook and ready for the ADE monitoring team when they arrive on site for the monitoring visit. Monitors may request copies of certain items listed for documentation purposes.

Please use the convenient check boxes to ensure every item has been included.

Please Note: ADE/OELAS is no longer requiring separate ELL Monitoring Notebooks at each school site.

SAMPLE COPIES OF FORMS:

- ☐ Enrollment
- ☐ Home Language Survey
- ☐ Parental Notification and Consent Form
- ☐ Parental Request for Student Withdrawal from an English Language Learner Program
- ☐ Waiver Form
- ☐ Reclassified Letter to Parents(s)/Guardian(s)
- ☐ Individualized Language Learner Plan (ILLP)
- ☐ Two-Year Monitoring Form
- ☐ Written Individualized Compensatory Instruction Plan (WICP)
- ☐ Sample AMAO Determination Notification to Parents

COPIES OF SIGNED ATTESTATION FORMS FOR:

- ☐ Highly-Qualified Teacher in the SEI Classroom
- ☐ English Language Proficiency Assessment

COPIES OF POLICIES AND PROCEDURES ON:

- ☐ ELL Identification Procedure
- ☐ Initial Language Assessment/Procedure and Timeline
- ☐ Program Placement Procedure
- ☐ ELL Reassessment Procedure
- ☐ FEP Reclassification and Monitoring Procedure

District ELL Monitoring Notebook (cont.)

COPIES OF DISTRICT PROGRAM DESCRIPTIONS FOR:

- ☐ Structured English Immersion (SEI) Classroom Descriptions (the same as that provided for parents)
- ☐ Bilingual Model Description
- ☐ Mainstream Model Description with ILLP
- ☐ Approved Alternate Model Description
- ☐ Gifted Program for ELL Students Description

DISTRICT PLAN FOR SEI PROGRAM IMPLEMENTATION:

- ☐ SEI Four Hours (SEI Classroom, ILLPs in the Mainstream classrooms for each school site.) For example:
George Washington Elementary-K-6 ILLPs in the Mainstream
- ☐ Other- explanation due to variances in models

COPIES OF TITLE III PROFESSIONAL DEVELOPMENT POLICY:

- ☐ Professional Development available to all educators in the district

COPIES OF PARENTAL INVOLVEMENT POLICY:

- ☐ Functions available to all ELL parents in the District

PRIVATE SCHOOL CONNECTIONS POLICY:

- ☐ List of Private Schools within attendance boundaries
- ☐ Description of services provided to private schools (contacts: meetings, trainings, testing)
- ☐ Number of identified ELLs at each of the private schools

SEI TRAINING NOTEBOOK:

- ☐ Include list of teachers trained and dates
- ☐ Materials used including syllabus, timeline of trainings
- ☐ Sign-in sheets and evaluations

ADVANCE MONITORING
INFORMATION REQUIREMENTS

*This form is to be
sent to districts
with monitoring
notification.*

According to A.R.S. 15-756.08 (B) the Office of English Language Acquisition Services (OELAS) is required to conduct an analysis of programmatic effectiveness, which includes prior year data to analyze the progress of English language learners (ELLs).

To assist the monitors in their documentation and analysis of the Structured English Immersion (SEI) programs in the district/charter, please send the listed information to:

**ADE/OELAS PREFERENCE
for Submitting Information**

Please send electronically to:

OELASMONITORINGINBOX@azed.gov

If unable to send electronically, you may:

Fax to:

602-542-3050

Or mail to:

Office of English Language Acquisition Services

Attention: Desk Audit

1535 West Jefferson Street Bin #31

Phoenix, Arizona 85007

Required Information:

- **Master schedules for schools identified in your notification letter**
→ identify SEI and ILLP classrooms
- **Individual Classroom rosters with grade level(s) by school to include also:**
→ Teacher name (first and last) for classrooms with ELLs
→ SAIS numbers ONLY (no names)
→ Indicate student AZELLA proficiency level
- **List of teachers who have attended Round II English Language Development (ELD) training either provided by ADE or through the district with an Inter-Governmental Agreement (IGA).**

****Please note that additional information may be requested.**

GLOSSARY

AZELLA

“AZELLA” means Arizona English Language Learner Assessment. The AZELLA is used to determine the English language proficiency of Arizona K-12 students whose primary language is other than English. AZELLA results include a composite proficiency level score, which is a composite of all of the subtest scores, and also separate subtest scores, i.e., Listening, Speaking, Reading, and Total Writing (Writing Conventions and Writing combined). The AZELLA also includes an oral language score, which combines listening and speaking subtest scores, and a comprehension score, which combines listening and reading subtest scores. Sub-level scores for grouping purposes are Oral Language, Reading, and Total Writing. A.R.S. §15-756.B

Bilingual education/ native language instruction

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, or teaching materials are in the child’s native language (other than English).

Bilingual Education Endorsement

Valid for grade level of certificate(s). The bilingual education endorsement is required of all personnel serving as a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or other teacher responsible for providing bilingual instruction.

Compensatory Instruction

Compensatory instruction is a program of instruction offered in addition to regular classroom instruction. It may include individual or small group instruction in extended day classes, Saturday school, summer school and intersession school. Students that are currently enrolled in an English language learner program or are in the process of being monitored for the two years following reclassification are eligible for compensatory instruction. Language proficiency goals for compensatory instruction programs are documented on a Written Individual Compensatory Instruction Plan (WICP) which is filed in the student’s cumulative file.

Discrete Skills Inventory

Means the specific teaching/learning objectives derived from the Arizona K-12 English Language Learner Proficiency Standards approved by the Arizona State Board of Education (SBE), January 26, 2004, and refined as needed to remain synchronized with the Arizona K-12 Academic English Language Arts Standards.

English as a Second Language (ESL) Endorsement

Valid for grade level of certificate(s). An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction.

English language classroom

English language classroom means a classroom in which English is the language of instruction used by the teaching personnel, and in which such teaching personnel possess a good knowledge of the English language. English language classrooms encompass both English language mainstream classrooms and sheltered (structured) English immersion classrooms.

English language development (ELD)	English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word other rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).
English language proficiency assessment	Students in kindergarten through grade 12 whose primary home language is other than English (PHLOTE) shall be administered the English language proficiency assessment approved by the superintendent of public instruction for the purpose of assessing comprehension, listening, speaking, reading and writing. Students in kindergarten through grade 12 who score below the publisher's designated score for fluent English proficiency (FEP) shall be classified as English language learners (ELLs).
English language learner/ ELL	K-12 PHLOTE students who do not obtain a composite "proficient" score on the AZELLA regardless of their tenure as English language learners
FEP	Fluent English Proficient. A student who has met the requirements to exit from an English language learner program
Hour (for the purpose of 4 hours of ELD)	Means a normal classroom period structured to facilitate class scheduling on an hourly cycle, such as 55 minutes of class time and 5 minutes of transit time.
LEA	Local Education Agency
LEP	Limited English proficient. A student who scores below the publisher's designated score for fluent English language proficiency
Mainstream classroom	Mainstream classroom means a classroom in which the students either are native English language speakers or have already acquired reasonable fluency in English
PHLOTE	Means primary home language other than English and is determined by a home language survey and on the enrollment form completed by parents at the beginning of the school year. PHLOTE students are administered the AZELLA to determine the level of their English proficiency and their correct placement in classes.

Proficiency Level	Means the level of English language proficiency of a PHLTOE student, as determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-emergent; (2) Emergent; (3) Basic; (4) Intermediate; and, (5) Proficient. A PHLOTE student whose composite AZELLA score is Proficient is not placed in an SEI Classroom.
Reclassification	Reclassification occurs when a student scores at or above the test publisher's designated score for English language proficiency. Parents must be notified of reclassification.
Reassessment	The purpose of reassessment is to determine if an ELL/LEP student has developed the English skills necessary to succeed in the English language curricula. An ELL/LEP student may be reassessed up to three times per year, but must be reassessed at least annually.
SEI	Structured or sheltered English immersion
SEI Endorsement	This endorsement is required on all Arizona elementary, secondary, special education, career and technical education, supervisor, principal, and superintendent certificates unless they hold a full ESL or Bilingual Endorsement.
Structured English Immersion Models	Means the models described and developed by the Arizona English Language Learner Task Force.
Structured English Immersion Classroom	Means a classroom in which all of the students are limited English proficient as determined by composite AZELLA scores of Pre-Emergent, Emergent, Basic, or Intermediate. The purpose of the classroom is to provide four hours of daily ELD instruction, as described in the definition of "ELD" in this section, in the manner prescribed.
Structured English Immersion Program	Means an intensive English-language teaching program for non-proficient English speakers, as designated by the AZELLA, designed to accelerate the learning of the English language intended to comply with the provisions of Title 15, Chapter 7, Article 3.1, ARS. This program provides only ELD, as described in the definition of "ELD".
Written Individualized Compensatory Instruction Plan (WICP)	The written individualized compensatory plan (WICP) documents assessment data, instructional objectives and strategies to be used in a compensatory instruction program.